



Scaffolds for Decoding

How to use:

- Use the cue card (pg. 2) whenever reading with students at the word, sentence or passage level. The goal is to rely on reading unfamiliar words using only a “sounding out” strategy until mastery with automaticity, or whole word reading (unless the word has been taught as a “red word”).
- The goal of the scaffolds is to move the students to independent fluent reading, as fast as possible, and only as slow as necessary for mastery. Touch and Say, #6, would be the most highly scaffolded and then the level of scaffolding decreases down to #1, which prompts for appropriate phrasing (prosody, expression).
- The scaffolds are taught to the students, modeled by the teacher, and prompted during guided practice and independent practice (I do, we do, you do). These are to be used with words in isolation and in connected decodable text. Students continue to use their strategies in extended (independent/partner) practice.

Tips for effective error correction:

- Follow the script below for all errors you hear.
- Correct at the point of error with a voice over.
- This error correction procedure can be used when reading at the letter/sound, word or sentence level.
- If reading at the sentence level, voice over at the point of error to correct the misread word. However, ensure that the sentence is also modeled and reread by students in its entirety.
- In a group setting, this does not need to single out students. It can be done chorally to avoid stigmatization.
- Always end by repeating the praise statement and having the correct pronunciation be the last thing the students hear

Error Correction Script:

Miscues are immediately corrected with “I do, we do, you do”

I Do (teacher model)

T: [Listen \[repeat sound/word\]](#)

We Do (guided choral response)

T: [Say it with me.](#)

You Do (independent response)

T: [Your turn.](#)

S: Chorally respond

Teacher praises: [Good job saying ____.](#)

Scaffolds for Decoding (Gradual release: 6 is HIGHEST level of scaffold and 1 is LOWEST level of scaffold, with the goal of needing 0 scaffolds.)

6. Touch and Say

- At this level students touch each sound as they read it, essentially segmenting each word, prior to blending the whole word.

5. Additive Blending

- At this level draw students' eyes to a part of the word they know, typically the rime. They slide their finger under the part that they know, and say that part. Then they start with their finger on the first sound and read left to right. Then they repeat the whole word with automaticity. Note that this scaffold may only be applied when necessary and/or to teach word families.

4. Continuous Blending

- At this level, students continuously blend all of the sounds while sliding their finger left to right, rather than segmenting each individual sound, or pausing at all in between. It sounds somewhat like singing the sounds without allowing your voice to drop between them. Then they repeat the whole word. (Note that for students who are able to identify all letter-sound correspondences with automaticity, yet struggle to blend sounds into whole words, this might be a more helpful level to begin on.)

3. Look Then Read

- Students point to the word, think it to themselves silently, then only say the whole word aloud. This is a transfer level prompt to whole word reading. It essentially provides wait time, and encourages them to read it silently prior to saying it aloud. The levels prior to this are important because the teacher can listen to the point at which students make errors. However, students should still be using their finger to track.

2. Whole Word Reading

- Students read the whole word with automaticity, and without any form of sounding out. Students may use their fingers to track, but when they no longer need that scaffold they will naturally fade it. If a student has stopped tracking, and is experiencing errors as a result, prompt them to track.

1. Phrasing

- Once students are able to read all of the words in the given phrase or sentence with automaticity, the focus of guided and extended practice shifts to appropriate phrasing. Students may still use their fingers to track at this level, because now the cognitive demand has shifted from words in isolation to reading with prosody. However, when they no longer need that scaffold of tracking, they will naturally fade it. If a student has stopped tracking, and is experiencing errors as a result, prompt them to track. If a student is reads dysfluently at this level, prompt them to reread the sentence/phrase with fluency.